

*The preservice teacher
knows the discipline ...*

*Vocational Family and
Consumer Sciences Education*

(Grades 9-12)

The beginning (preservice) vocational family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<p>1. Human Development and Parenting (CR 3, 5, 6; SS 1; HP 1, 3, 7; G 1.1-5, 1.7-8, 1.10, 2.3, 3.1-7, 4.2-3, 4.5-7)</p>	<ol style="list-style-type: none"> 1. Impact of child guidance and parenting styles on the development and nurturing of individuals; 2. Legal rights and responsibilities of individuals and families; 3. Responsibilities of families and caregivers, including maintaining safety, selecting child care, and serving as the child's first teacher; 4. Personal impact of the parenting role on one's life choices and opportunities; 5. Developmental stages, including physical, social, intellectual and emotional characteristics of human development and their application in meeting the needs of individuals through the life span; and 6. Human sexuality concepts and issues as they impact individuals and families.
<p>2. Family and Interpersonal Skills (CR 3, 6; CA 7; SS 6; HP 2, 5; G 1.1-10, 2.1, 2.3, 3.1-8, 4.1-7)</p>	<ol style="list-style-type: none"> 1. Strategies for evaluating personal and family needs and priorities throughout the life cycle; 2. Role and impact of families on social, economic and political cultures throughout time; 3. Contemporary issues affecting individuals and families; 4. Decision-making skills that impact personal behaviors leading to long-term consequences; 5. Factors affecting intergenerational relationships throughout the life span, including communication skills, values, and cultural differences; 6. Management strategies for balancing family and work life; 7. Conflict management and coping skills applied to life situations; 8. Diversity and cultural differences in families; and 9. Legal issues impacting individuals and families.

The Family and Consumer Sciences Education competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards abbreviated as:
SS 1,4 = Social Studies section, statements 1 and 4
HP 7 = Health/Physical Education, statement 7
G 1.2, 3.1-7 = Goal 1, statement 2 and goal 3, statements 1 through 7
- Missouri's minimum requirements for Family and Consumer Sciences Education certification, effective as of September 1, 1997 abbreviated as:
CR 6 = Certification Requirement, section 6

Beginning Teacher Discipline-Specific Competencies: Family and Consumer Sciences Education

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The beginning (preservice) vocational family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<p>3. Nutrition and Wellness (CR 1, 3; M 1; S 1; SS 6; HP 2-6; G 1.4, 1.7, 2.3, 3.1-5, 3.7-8, 4.6-7)</p>	<ol style="list-style-type: none"> 1. Nutrition and wellness concepts in daily living throughout the life cycle; 2. Strategies for planning, purchasing, preparing, and serving nutritious foods; 3. Impact of alcohol and other drugs and eating disorders on individual and family wellness; 4. Weight management and exercise strategies to maintain health throughout the life span; 5. Strategies for using and evaluating technology in meal planning and preparation; 6. Cultural, economic, and policy influences on food and eating behaviors; 7. Global issues relating to nutrition and wellness; 8. Safety and sanitation procedures; and 9. Food science and mathematical concepts in nutrition, wellness, and food preparation.
<p>4. Family and Consumer Resource Management (CR 1-6; M 3; S 8; SS 6; HP 6; G 1.1-10, 2.3, 3.1-8; 4.1-7)</p>	<ol style="list-style-type: none"> 1. Strategies for identifying, managing, and conserving material and human resources to meet individual and family needs; 2. Strategies for applying goal-setting and prioritizing skills; 3. Strategies for assessing community resources available to assist individuals and families; 4. Strategies for evaluating the impact of economics and technology in a global society; 5. Strategies for selecting, maintaining, evaluating equipment and technology used to meet and enhance family functions; and 6. Strategies for interpreting impact of cultural and economic diversity on resource management.

The beginning (preservice) vocational family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

5. Housing and Environment (CR 3, 4; SS 6; G 1.1-10, 2.3, 3.1-8, 4.1-7)	<ol style="list-style-type: none"> 1. Strategies for analyzing how constructed environments meet or impede the attainment of basic human needs; 2. Decision-making skills for determining housing needs throughout the life cycle; 3. Historical, environmental, aesthetic, cultural, legal, and technological influences on living and work environments; and 4. Principles and elements of design applied in creating comfortable, safe, and aesthetically-pleasing home and work environments.
6. Textiles, Apparel and Fashion (CR 2, 3; SS 6; G 1.1-10, 2.3, 3.1-8, 4.1-7)	<ol style="list-style-type: none"> 1. Selection, care, repair, redesign, and reuse of textile products to meet individual and family needs; 2. Strategies for assessing apparel decisions in terms of values, function, appearance, and societal norms; 3. Fibers, fabrics, design concepts, and construction of textile products; 4. Cultural, aesthetic and historical aspects of textiles, apparel, and fashion; and 5. Strategies for evaluating textile products and policy for individuals in various life situations.
7. Program	<ol style="list-style-type: none"> 1. Design, organize, and manage vocational programs; 2. Vocational philosophy; 3. Vocational advisory committees; 4. Program evaluation and follow-up assessments; 5. Collect, interpret, and utilize community needs assessment information; 6. Legislation affecting vocational education; 7. Budget development and management; 8. Business, industry, and community agency partnerships; 9. Public relations; and 10. Regulatory and statutory requirements.

The beginning (preservice) vocational family and consumer sciences teacher will demonstrate a knowledge of and/or competency in the following areas of study:

8. Careers	<ol style="list-style-type: none">1. Workplace readiness skills;2. Employability skills;3. Employment and entrepreneurship opportunities; and4. Career planning.
9. Development and Implementation of Vocational Curriculum	<ol style="list-style-type: none">1. Write and evaluate vocational student performance objectives in the cognitive, psychomotor and affective domains;2. Design, implement, and supervise experiential learning opportunities;3. Integrated applications/contextual learning;4. Problems-based learning;5. Interdisciplinary team teaching;6. Adult learners; and7. Vocational instructional management systems.
10. Vocational Student Organizations	<ol style="list-style-type: none">1. Philosophy and goals;2. Leadership development; and3. Program of activities.